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PROCEEDINGS

Of the Crittenden County Teachers Institute.

Miss Alice Browning gave her experience in the development of descriptive power, taking as objects those well known to the child. In narration, reading gives ideas of good forms of expression. Prof. Willis advises the plan of having pupils commit to memory gems of expression as found in the writings of our best authors and told the good effects of this plan as exemplified in the speeches and lectures of some of our noted platform orators. Miss Terry would not put lessons on the board. As to the time for beginning language work Miss Gardner gave as her opinion that the proper time was upon entrance into school. Mr. Casper says begin at the 3d or 4th grade. Mr. F. A. Casner thought a "Model Lesson" would be one consisting of words the pupils are the most liable to misuse. Miss Annie Clark said the great hindrance to the language work was improper training at home. After a brief discussion of "How to get the public interested" the Institute took an intermission of ten minutes. On resuming the subject of grammar was introduced. Miss Jennie Clement gave as her opinion, that the greatest mistakes in teaching this subject are 1st. The use of language that pupils can not comprehend and 2nd. The use of text books at too early an age. Mr. Newcom advises the use of verbatim definitions. Mr. Phipps is a strong advocate of parsing. Prof. Willis thinks that diagramming and parsing are protracted to undue length and cause disgust with and a distaste for the subject of grammar upon the part of the pupils. Mr. Wheeler is an advocate of both measures. Mr. Evans thinks that parsing and diagramming are helpful analytic and synthetic developments. The committee on program submitted the following for the work of Wednesday Oct. 2nd.

COMPOSITION.

In syllabus, A. L. Whittenberg, R. B. Gass, C. R. Newcom, Miss Mary Jacks, C. E. Towery. The true purpose in studying composition, Miss Alice Griffith; primary exercises, Miss Ursie Nunn; commercial and legal papers, P. S. Hill and S. W. Adams; essays, Miss Kittie Marlow; correcting papers and essays, G. E. Young; composition, Sidney Moore.

READING.

In syllabus, Miss Mary Minner, R. M. Allen, Miss Alice Browning, Miss Tattie Wheeler, Miss Lina Clement; how to lead pupils to the thought and feeling of the author, C. Evans; class work, A. A. Casper; naturalness in reading, Rev. J. F. Price; a taste for good reading, W. E. Wilcox; assigning lessons, F. A. Casner; pauses, Miss Annie Clark; correcting errors, Miss Sallie Crider; apparatus for teaching reading, Miss Jennie Clement; how to correct bad enunciation, Mrs. Elvia Cochran.

HISTORY.

In syllabus, J. T. Foley, W. C. Franklin, C. B. Hina, B. E. Martin. Miss Elviah Elder, W. E. Minner, Miss Mary Moore, E. H. Mott, A. B. Phipps. Institute as class with Prof. Willis as teacher, actual recitation; methods of review, how much, J. B. Paris.

CIVICS.

In syllabus, Miss Mamie Franks, E. J. Travis, J. B. McNeely, P. M. Ward, T. E. Watson; how to make the civics class interesting, U. G. Hughes; methods with advanced classes, Edwin Walker; reference work, Miss Corda Wheeler; the true purpose in studying civics, L. A. Waddell; on court system, F. P. Woolsey; the birthplace of good citizenship, Miss Nell Walker; the mother part in our government, Miss Maggie Moore; reviews, H. J. Moore; the American institute of civics, C. C. Todd; how to awaken patriotism, Miss Della Kevill; our civil institutions, R. C. Haynes.

SPELLING.

How to teach sounds of letters their marks, Miss Addie Franks; how to teach the meaning of words, Miss Ada Humphrey; shall spelling be a separate study, G. W. Robinson; how to teach pronunciation, L. P. Sanderland; shall the spelling lesson be recited orally or in writing why? Miss Dora

White; spelling match, Miss Nar Ainsworth; how and when conduct the recitations, Miss Lura Wood; run for spelling, S. W. Adams; what use shall be made of the dictionary, Miss Cora Gardner; root words etc., C. Evans; capitals, Miss Emma Terry; correction of students work, W. L. Mott; reviews, J. H. Walker; text book, J. B. Simpson.

Mr. J. B. McNeely and Miss Alice Griffith who were appointed as critics for the day then read their reports, after which the Institute adjourned.

W. A. Blackburn, Pres., S. W. Adams, Secy.

Select sayings from various members of the Institute.

"Strength of the mind is for her or him who will have it."

"It takes a thousand years to raise a boy."

"We are expected to say something, if we have anything to say."

"Get something to say, then say it."

"We are not developing a race of talkers."

"Gems of thought from the best masters have made our platform orators."

"They who lack ambition and philanthropy are but alloy in the pure metallic composition which constitutes the true teacher."

Physical wrecks are usually mental wrecks.

Intellectual growth should cease only when life ceases.

Professional pride upon the part of the teacher will inspire respect upon the part of the taught.

"Our model the 'Great Teacher'."

"Good work upon your part this term insures your next year position."

Your best advertisement are the pupils who leave your school.

The walk of a teacher is far more important than his talk.

If you are preparing youth for business, observe business methods yourself.

Let your own "bazoo" be blown, but let others furnish the wind.

WEDNESDAY OCT. 2, 1895.

The Institute convened at 8:30 and after the singing of America and prayer by B. E. Martin, Miss Brooks, the Assistant Instructor, was introduced and gave a short address.

The subject of Composition was then taken up and discussed as to the reasons for teaching it by A. L. Whittenberg. He gave two reasons why it should be taught. First, because it has been prescribed by our State Board, and second, because it enables us to tell what we know and make a definite arrangement of our thoughts. He said that Grammar would be found of little importance without the power to compose. Prof. Willis said it gave the power of logical and orderly placement, and that there are two phases of composition, thought and expression; thought taking the precedence.

Idioms were discussed by R. B. Gass and Prof. Willis. Mr. Gass says they are to be acquired by a study of the masters of literature. Prof. Willis then gave a blackboard illustration of idioms, defining them, their contradiction from slang and showing their grammatical construction. He illustrated the power and force of slang, and said nine-tenths of it originated from the stage, and generally from the inferior members, seconded by the newspapers. In the course of his remarks he said that infinitives and participles could be entirely eliminated from language.

C. R. Newcom teaches from charts as to words, and then have pupils form sentences from the chart list of words. Pictures are helpful and pupils should begin to write stories from pictures as soon as they are able to write. The text should not be introduced until the third grade is reached. Prof. Willis says that composition is one of the fine arts and is capable of the highest development. Prof. Willis then gave a blackboard scheme of the various divisions which should be embraced in the course. These various divisions were discussed by the various members suggesting them. Mrs. A. H. Cardin gave a short address in which she emphasized the importance of telegrams in a course of composition.

The subject of reading was then taken up with Miss Brooks as conductor. Miss Mary Minner said that reading educates a literary taste and the pupil gains a knowledge of language. R. M. Allen to promote silent reading would have some supplementary book read in the school. W. A. Blackburn says that in oral reading the great idea of expressing the sentiment of the author, giving due importance to pauses, emphasis and articulation. Miss Alice Browning uses supplementary reading and uses such books as Aesop's Fables, Hoosier Schoolmaster and Miss Alcott's works. Miss Tinnie Wheeler says she makes a picture of what should be read. Let the pupil prepare its own lessons, requiring it to give the meaning of each word it uses. Prof. Evans says that drills should be made on emotion and feeling. The elements of a good reader he gave as naturalness, address and vocal culture. He says that the teacher must, by example, show what is the proper feeling, thought and object of the author. Mr. Casper said that to secure attention, he would call upon different ones and not recite by regular turns. Rev. J. F. Price cultivates individuality in expressing thought before reading. Mr. Whittenberg advises the use of blank verse. Miss Wheeler warned the teachers against the practice of pointing to words and allowing pupils to point to them. The subject was then discussed by various members of the Institute and the points brought out developed these principles: Words should be read at sight and not "spelled out," "cultivate naturalness," "draw inspiration from nature," "criticize for help and not for superiority." Miss Brooks then gave an interesting address upon the subject of reading, substantiating the methods of most of the teachers. She said that reading should not be taught the first year. She says that we read to acquire knowledge that can be attained in no other way. She said that thought should precede reading, and that this thought creates hunger and then the desire for reading naturally follows. She says that thought, if left to itself, will find natural expression, and that the drawing, monotonous tones are acquired when first learning to read in the old method. She says that articulation is not confined to the study of reading and it should be observed in all teachers.

AFTERNOON SESSION.

The Institute was called to order at 1:30, and while awaiting Miss Brooks' preparation for class work, extemporaneous speeches were called for, and were responded to as follows: "Ugliest man in the house," C. R. Newcom, followed by R. F. Wheeler, R. B. Gass and C. B. Hina. Miss Brooks then gave a class drill upon reading with some children who knew nothing of reading, thus showing the practical working of her system. This proved to be one of the most intensely interesting exercises that has been presented to the Institute. The subject of History was then taken up and the reason for its dryness was given as a lack of information and enthusiasm upon the part of the teacher. W. C. Franklin says that it should awaken patriotism. Mr. Minner said it made us acquainted with the lives of great men. Prof. Willis says it breaks down prejudices. C. B. Hina said the greatest error in teaching history is in not knowing the ends to be obtained. The subject of how much can be accomplished in five months was a subject of wide difference. Mr. Young favors the longitudinal method of teaching. Mr. Whittenberg disapproves the lecture plan. Prof. Willis advised a four years course in history. The first, oral history, 2nd, primary history, 3rd, intermediate edition, and the 4th year, reviews and supplementary reading. He gave an actual plan of recitation by naming members of the Institute as Preside, and having them give the important events of their Administrations. The program committee then submitted the following for Thursday Oct. 3rd.

PHYSIOLOGY.

In syllabus, Miss Mary Jackson, J. W. Joiner, Miss Dora White, J. E. Sullenger, C. C. Todd; apparatus for teaching, B. E. Martin; actual specimens in the work, R. B. Gass; a model lesson for beginners, Maggie Moore; mistakes in teaching physiology, J. B. McNeely; class helps, Alice Griffith.

GEOGRAPHY.

In syllabus, R. M. Allen, S. W. Adams, W. A. Blackburn, Lina Clement, A. A. Casper; essentials, F. A. Casner; commercial geography, Annie Clark; home, Selfie Crittenden.

These same plans are to be pursued in the teaching of subtraction, multiplication and division. The committee on program then submitted the following report:

PLAY GROUND AND SCHOOL ROOM ORDER.

Seating pupils, M. F. Pogue; daily program, Helen Boyd; noises by slates, books, feet, etc., Sarah Pierce; going out and coming in at recess, noon and other times, Ursie Nunn; use of bell and other devices, R. F. Wheeler; rules, etc., B. C. Haynes.

DUTIES OF TRUSTEES AND PARENTS.

In syllabus, Corda Wheeler, W. C. Franklin, A. B. Phipps, W. E. Wilcox.

TEACHERS IN SOCIAL LIFE.

In syllabus, W. C. Haynes, Charles Evans.

DISCIPLINE—Miss Brooks.

INCENTIVES.

Prizes, C. R. Newcom; merit mark, Edwin Walker; emulation, A. L. Whittenberg; fear of punishment, J. B. Simpson; shame, Tinnie Wheeler; ridicule, G. E. Young; approbation of teachers, friends and society, S. W. Adams; attainment of honorable position in school, pleasure of overcoming difficulties, R. B. Gass; gratifying curiosity, P. M. Ward; desires for knowledge and usefulness, E. J. Travis.

SCHOOL MANAGEMENT.

Definition, etc., Prof. J. C. Willis; system, J. W. Joiner; energy, Nell Walker; vigilance, Della Kevill. Will power, W. A. Blackburn; self control, B. E. Martin; confidence, Cora Gardner; how to punish judiciously, J. T. Foley; culture, Alice Griffith; heart power, Maggie Moore; teaching power, E. H. Mott; managing power, Maud Gill.

PUNISHMENTS.

Definition, etc., Prof. Willis; reproof, L. A. Waddell; privation, J. H. Walker; deportment marks, T. P. Woolsey; suspension, T. E. Watson; expulsion, J. B. Paris; unusual punishments, C. C. Todd; cowardly punishments, C. E. Towery; threatening, J. B. McNeely; cruel punishments, C. B. Hina; degrading punishments, Mary Moore; keeping in for small offenses, U. G. Hughes; "nagging" Alice Browning; head punishments, R. M. Allen; vindictive punishment, Lina Clement; corporal punishment, A. A. Casper.

After some pleas for the "Southern School" by various teachers, the Institute adjourned to meet Friday morning at 8:30.

W. A. Blackburn, Pres., S. W. Adams, Secy.

FRIDAY, OCT. 4, 1895.

The Institute convened at 8:30 and after song and prayer, the subject of play ground and school-room order was taken up. Mr. Pogue introduced the subject by saying that, as an officer in the army needs to place his men in the best position, so we need to exercise our judgment in seating pupils. He does not favor the idea of seating a bad pupil with a good one.

Mr. Wilcox said he would put a pupil who persisted in talking with one who did not talk. Different members of the Institute discussed this phase of the question and were about evenly divided on the subject. Prof. Willis said that when a superior and inferior converse, the inferior invariably brings down the superior. He said the bad boy should be subdued before placing him with a good one, or better, place the bad boy by himself. The subject of seating boys and girls together was discussed, all seeming to favor a separation except Mr. Whittenberg. The subject of "going out and coming in at recess" was then taken up. Prof. Willis advised the having a systematic order of procedure, use of call bell. Mr. Wheeler thinks their use teaches children to be systematic. Prof. Willis said it should be used to call classes only. "Rules," Mr. R. C. Haynes "have as few rules as possible" "don't make a rule until you need it. It was the general opinion of the Institute that few rules should be made, and none of them written. In relation of parent and trustees to school. Prof. Willis said that the usual difficulty was that the teacher had first failed to do his duty. Prof. Evans said that mere visiting of school was not an evidence of sympathy. Prof. Willis said that it made work satisfactory to parents when they visited the school and saw the children at work, and then co-operates with the teacher. Prof. Evans then gave a talk upon the subject of the teacher's duty as to dress, work out of school-room, use of tobacco, whiskey etc. He laid great stress upon neatness. He said that carelessness in dress makes careless work in the school room. He said that the teacher who fails to study out of school at this day, is a failure. He advised absolute purity of speech, abstaining from tobacco and that the

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use of spirits should bar him from holding a certificate.

Miss Brooks then gave a lecture on "Discipline" among her remarks we caught these: "never sacrifice a punishment for the interest of the school."

"A trait of vitality as there is in teaching. Don't stop your recitation to reprove." "All our habits come consciously; therefore so discipline that our pupils may think for themselves."

The aim of teaching pupils is to teach them to control themselves. "Don't threaten punishment." Teach pupils to respect law "teach tenderness" as it absence develops criminal tendencies. Prof. Willis said that punishment was force by which to quicken conscience, and if a reproof did not reach the conscience, it was of no avail and that reproof against the whole school should be before the school, otherwise privately.

Mr. Walker would not keep pupils in at recess as children need exercise as to deportment Mr. Woolsey has but little to do with them, as it causes children to deceive. Prof. Willis said that deportment marks should not be used as a punishment. Mr. Watson does not favor suspension as a punishment. Prof. Willis says that cases of "total depravity" are not to be found and that expulsion should not be resorted to unless the pupil was so vicious as to contaminate the whole school. Mr. Casper said it was better not to resort to corporal punishment if any other method could be found. Prof. Willis said that a self-willed, resolute character should be whipped.

FRIDAY AFTERNOON.

The afternoon was devoted to miscellaneous business. It was decided by the Institute that the first association should be held at Tolu, and that an afternoon and night session should be held on the 26th of Oct. next at that place. The President, upon motion, appointed Mr. Young, Mr. Moore and Miss McAmis as a committee on arrangement. Prof. Evans who had been appointed by the Supt. to make up a program, tendered his report which was accepted. The next business was the organization of a reading circle. Its benefits were set forth by Prof. Willis and others and the majority of the members of the Institute were enrolled as members. Miss Alice Browning was elected delegate to the State Teachers association and E. S. Moore as alternate. The committee on resolutions then offered its report and the following were accepted and adopted by the Institute.

Resolved that we as teachers of Crittenden county oppose underbidding as a means of securing schools, thereby prolonging the term beyond a reasonable period.

Whereas it appearing that the American Book Co. is furnishing books in other States at lower rates than that paid in Ky., therefore, be it resolved, that we, Ky., teachers, condemn in the strongest terms this unjust discrimination.

Resolved that, as a text book, Peterman's Civil Government is unsatisfactory.

Whereas since our beloved fellow teachers E. C. Wilcox and W. C. M. Travis have, by the hand of death, been removed from our ranks. Be it resolved, that in their death this Institute has lost two valuable members, and the cause of education two zealous advocates.

R. B. Gass, M. F. Pogue, Dora White, Committee.

After some pleasant talk from Prof. Willis and Miss Brooks and a response from the Superintendent, the Institute adjourned.

W. A. Blackburn, Pres., S. W. Adams, Secy.

Are you suffering with Indigestion? Constipation? Biliousness? Alexander's L & K tonic will cure or Woods and Wilson will return money.

Education is something more than chips of Greek and Latin. To succeed in this world one must have practical knowledge and common sense. For example, when you are bilious do not postpone action until your whole system is enfeebled. Ask your druggist for Ramon's Tonic Liver Pills (and Peppets), and take the different medicines as prescribed. The total cost is only 25 cents. Sample dose free.

NOTICE.
We have this day, by mutual consent, dissolved our co-partnership for the practice of law, and desire all who are indebted to us to call and settle.

A. G. Moore, Jno. A. Moore, This Sept. 21, 1895.

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Cash for Produce—I want all your eggs and butter. B. F. McMican.

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